**IEP Development: Procedures for Developing IEPs**

| **Requirement** | **Description** |
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| **General requirements** | * The strengths of the student.
* The concerns of the parents for enhancing the education of their student.
* The results of the initial or most recent evaluation of the student.
* The academic, developmental, and functional needs of the student.
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| **Consideration of special factors** | * Positive behavioral interventions and supports.
* Language needs if limited English proficiency.
* Blind or visually impaired.
* Deaf or hard of hearing.
* Assistive technology.
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| **Agreement**  | * In making changes to a student’s IEP after the annual IEP team meeting, the parent of a student with a disability and the school district may agree not to convene an IEP team meeting for the purposes of making those changes and instead may develop a written document to amend or modify the student’s current IEP.
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| **Amendments** | * Changes to the IEP may be made by agreement between parents and school personnel by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.
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